

MINUTES  
Interagency Agreement  
Workgroup Meeting by Videoconference  
(PHX, TCSN, Flagstaff, Yuma)  
1-15-2003

**A.M.**

**WELCOME, INTROS AND PLANNING THE YEAR'S MEETINGS**

- Patty Loudermilk explained video-conference rules to everyone. Students already knew because they had been well prepped.
- Everyone from each site introduced themselves. Three new student members to the workgroup joined us today. They have made commitments to participate through the next school year.
- Steve Mishlove and Craig Warren welcomed everyone, especially the students, both those who are members of the Workgroup but also those who were there to talk about Student Led IEPs.
- **Meeting dates** for next three quarterly meetings have been set and teleconference rooms reserved, as follows (put them on your calendars):
  - **April 9, 2003**
  - **September 24, 2003**
  - **January 21, 2004**

**STUDENT LED IEPs**

This portion of the meeting started with a video on Student led IEPs developed by InterAct Arizona. Wendy Collison also explained while introducing the video that Toolkits for Students and Teachers are available on the Internet through both the InterAct Arizona and Raising Special kids' web pages. The video was helpful and gave good background.

Students from various schools spoke about their experiences with Student Led IEPs, it's benefits for them, the sense of empowerment it gave them, and the benefits they personally received from this process. The presentations were excellent and appreciated by all.

Wendy C. suggested that RSA shares its new IPE (which is designed for the client to complete with assistance, as needed, by the VR counselor) and Guide to Work with the Department of Ed so that we could look for opportunities to use similar language and concepts in finalizing Student led IEPs.

**STUDENT SHARING**

Students on the IA Workgroup (new) presented input they had received from fellow students. They were all well prepared and ably provided and shared the feedback they received, both good and bad. There were many positive comments from students. The negative comments that caught VR staff's attention included:

- Not enough contact with VR counselor
- Getting connected with VR and accessing VR svcs is a problem
- We want/need more information about VR

Other comments included:

- Too much focus on seniors in school YTP programs
- Would like more info about ADA and IDEA
- There should be more consequences for misbehavior
- Liked/needed the time spent on time management, money management, resume skill building, extra teacher involvement, vocational evaluations, volunteer opportunities, job shadowing, developing interviewing skills, learning travel skills.

There was some discussion about the issue of better access to and greater involvement of VR counselors. Given the limited number of VR counselors and large caseloads, much of the discussion involved around the need/benefit of VR counselor making more group presentations and developing other ways to be involved with students within time and work constraints.

(The students left after the morning session as did Steve Mishlove who had another meeting. Larry Powers joined the meeting in Phoenix after the PACE meeting.)

## **P.M.**

### **SUBCOMMITTEE UPDATES**

#### **Follow-along concerns**

Bill McQueary reported on ongoing efforts on the issue of providing minimal follow-along services to students after they graduate from school. There was a meeting with Steve Mishlove (ADE), the A.G. assigned to ADE etc. on this matter in October. Current status of this issue is that Bill McQueary is preparing a packet of information for A.G. assigned to ADE (Casey) which includes: a copy of the IA Agreement, copies of old contracts (IGAs) with schools that contained language about the provision of follow-along services, and a copy of the new contract that doesn't. Attorney Casey will review this material and then discuss the issue with the A.G. from DES.

#### **Charter concerns**

Chris Harmon reported on the status of the issue of whether RSA/VR can enter into IGAs with Charter schools. He reported that a group in Pima County is working to get another A.G. opinion on this issue. The earlier informal decision said "No". There are some indications that that opinion may hold.

The other approach being taken in Pima county is seeing whether the County Superintendent of School can become the fiscal agent for channeling monies to and from Charter schools.

Wendy C. reported that ADE has been pursuing a package of potential legislative changes, including clarification of the status of Charter Schools. These discussions were started with Jaime Molera. A new meeting is scheduled for next week with Ruth Solomon who will be responsible to present them to Tom Horne, the new Superintendent of Public Instruction.

### **Assistive Technology Transfer from Schools to VR on behalf of Transition students**

J. de Groot reported on progress and apologized for not being further along on this. The following individuals have committed themselves to be involved in discussing this:

- Bill Rabe – Peoria Schools
- Jeff Smith, OT at Southwest Human Development
- Jill Oberstein, NAU AzTAP

- Frank Martinez, DDD
- Sue LeHew, RSA
- Ed House, RSA Blindness
- J de Groot

#### Tasks for this group

- To develop general principles to make transfer of AT between them possible when such would be a benefit to the student
- To develop a blue print that can be used between RSA and School Districts to affect such transfers.
- Progress
  - Develop agenda and provide background materials
  - Schedule first meeting.
  - Expectation that one or two meetings will be all that's necessary.
- Ideas so far
  - Any agreements have to be with individual schools
  - Nothing in Federal rules prohibit doing this kind of transfer with federal dollars
  - Need to deal with how to pr-rate AT equipment
  - Don't do if it doesn't benefit the client
  - AT involvement might mean earlier consultation with Transition counselors than is usual or currently the case.

## ADMINISTRATORS' UPDATE

### J. de Groot reported briefly on the following items

- Principles for IDEA re-authorization set forth by the Council of State Administrators of VR (CSAVR)  
It was pointed out that CSAVR endorses the IDEA and supports the key concepts of IDEA. CSAVR believes that the promise of IDEA is closely tied to cooperation and collaboration with VR which can continue the student/client IEP (now IPE) to achieve successful vocational outcomes. Principle 9 states: "CSAVR supports a national policy whereby ... students are permitted to take...assistive technology with them when they leave the educational system." Principle 1 states "CSAVR believes that a significant increase in funding for the VR Program is necessary to ensure the availability of qualified rehabilitation counselors who can get involved early in the transition process during the High School years.... This increase in funding is absolutely necessary to ensure the return on America's investment in special education."
- The recently released results of an OSERS funded Longitudinal Study of the VR program (which followed clients for three years after closure) shows that the VR agencies around the country have enough resources to serve only about 1/3 of the persons with disabilities that studies have shown need and can benefit from VR services. This statistic relates to an analysis of the working age population and does not include all of the high school students who need and can benefit from VR intervention. This statistic explains, in part, the problem of the VR agency in Arizona to provide full and adequate coverage to the school-to-work transition population.

## STAFF REPORTS

Wendy C. report:

- There are several events coming up that people are invited to attend.
  - **On January 24, 2003 there will be a discussion on the "No Child left Behind Initiative"** from 1-4:00 PM.

- **June 2-5, 2003 Experienced-Based Career Education (EBCE) training** conducted by Ed O'Leary and Jane O'Leary to take place at the Radisson Woodlands in Flagstaff. This intensive four day event will help teachers develop a program designed to meet the individual academic needs of students while providing vital career and life experiences in the community. Through EBCE, students learn about careers that match their interests and abilities which in turn helps them decide on and plan a future career. EBCE has been adapted in over 250 schools, in small, rural communities as well as larger, urban communities.
- **September 10-12, 2003 statewide transition conference with the location to be determined. Strands include:**
  - 1) Sessions addressing the fundamental dissemination of information. Participants will gain the necessary information to understand and implement the basics to support transition requirements; outside agency involvement; IEP development pertaining to transition services and step-by-step approaches to creating IEPs.
  - 2) Sessions addressing how to use tools and strategies to implement transition requirements. Including tools for assessment, aptitude, placement, coaching, self-advocacy, student led IEP, coordinating agency involvement, job coaching, job shadowing, internships, and volunteerism.
  - 3) Sessions addressing model projects and programs to replicate in your own settings. Including post secondary outreach, parent/guardian involvement, and community support.
  - 4) Sessions addressing a potpourri of topics-all which have been determined as educationally worthy for the conference yet fall somewhere outside of the above designated strands. Looking for unique topics including non citizen transition challenges; Native American and other cultural diverse transition programs; grant writing guidance and tips; guardianship, scholarships etc.

The Call for Papers for the transition conference will be coming out in the next few weeks and then registration will be mailed out in May. Rehabilitation Services Administration/Vocational Rehabilitation will be co-sponsoring the conference this year, which will be wonderful having VR representatives on-site!

**The Conference** is being held, either in Prescott or Tucson (although an alternative site at Hond'ah was also suggested). Expecting around 400 to 450 participants. RSA has said they want to co-sponsor the Conference and use this conference to substitute for the annual RSA YTP/Transition conference. That will increase the number attending closer to 500. RSA plans to sponsor its counselors to go and also to provide additional staff to work on the Conference. Chris Fuller will follow up to provide Wendy additional info necessary to cost this increase out and to provide her the names of people to work on the various committees that have been created to plan the conference (e.g. staff who worked with her on planning the RSA conferences). This is a great opportunity to get the VR message out and to infuse VR knowledge and experiences working with a diverse population of students with disabilities to the rest of the conference participants.

## **OTHER BUSINESS**

There was a discussion if we, the Workgroup, planned to use the opportunity to get IA related information and resources on the ADE web site. Jozef d. said "yes" and committed to send electronic files to Wendy C. at ADE for posting.

There was also discussion about the possibility of other (non-RSA) tele-conferencing sites to hook up with ours for the quarterly Workgroup meetings. RSA said “yes” and a commitment was made that those interested in pursuing this to connect their technical people with Patty Loudermilk (at RSA (602) 463-7592 - mobile) to deal with the technical details. The representatives from the Navajo tribe were most interested in making such a connection.

The meeting adjourned at 2:30 PM.